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ABSTRACT

Described is an ESEA Title I project carried out in Orange County, Virginia, a rural area. Project components included the training of 16 special education teachers during an 8-week summer program and a 6-week summer instructional program for 194 educationally disadvantaged students in grades 1-8. Student classes served as practical sites for project teachers, who were regular classroom teachers who evidenced potential to become teachers of handicapped children. Outlined are preliminary project planning, the instructional component for teachers, a sample of the type of demonstrations and suggestions given teachers concerning use of equipment and instructional materials (use of tape recorder in building vocabulary), and the instructional program for students, which was planned around a core of field trips. Since 12 of the teachers continued as special education teachers the following school year, the project was considered successful in that it helped provide special educational services in the school system by meeting the manpower need. (KW)

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# THE ORGANIZATION, ADMINISTRATION AND TRAINING OF TEACHERS IN AN INTENSIVE WORKSHOP

by  
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## Introduction

Providing special education services in rural areas of our nation has been a major concern of educators during the past few decades. Geographic distances between schools, their remoteness from urban and/or metropolitan areas and minimal financial support have contributed much to this problem. But it has been quite evident to many of these districts that the paramount obstacle has been their inability to attract a significant number of qualified special education teachers who would remain in the community.

Forced with this manpower need, Orange County, Virginia<sup>1</sup> developed a project which included the training of sixteen special education teachers during an eight week summer program.<sup>2</sup> Since this project was funded under ESEA Title I it was necessary to provide direct services for children enrolled in Title I priority schools. Subsequently the major component of the project was a six week summer instructional program for approximately 194 children from priority schools. These children (the majority of whom were handicapped) were enrolled in fifteen classes

1. Orange County, Virginia is a small rural community with a school population of approximately 3,275 children.
2. This project was funded under ESEA Title I, entitled A Remedial Summer Program for Educationally Disadvantaged Students in Grades 1-8. The program described in this paper was one of three project components.

which served as practica sites for project teachers during six of the eight week summer program. The vast majority of these children were placed in the newly established special education classes in the fall.

#### Preliminary Planning

The project became operational in March of 1967 commencing with the identification of regular classroom teachers who evidenced potential to become teachers of handicapped children. Fifteen teachers and an art coordinator were selected for participation in the summer program.

Identification and screening and testing of handicapped children took place during the months of March, April and May. Children referred were administered a battery of psychological tests to determine their learning problems and appropriate school placement. A total of 211 children in grades 1-7 were scheduled to participate in the six week summer program. Letters explaining the six week summer program and forms giving permission for their child to attend were sent to parents of qualifying students.

Other preliminary planning included the employment of the following staff: 1) Project Consultant; 2) Workshop

Instructor; 3) Federal Program Coordinator (a permanent position); 4) School Principal; 5) Secretary; 6) Librarian and 7) twelve teacher aides. All personnel were employed prior to the starting date of the summer program.

The eight week workshop was subdivided into three phases (see Scheme p4). Phase I was a one week intensive formal and informal instructional program for project staff. Phase II was a six week period with a continuation of formal instruction with the teachers and other staff providing an instructional program for 194 project children, four hours each day. Phase III was a follow-up of the previous seven weeks and planning for the fall term. The processes involved in each phase are more fully described below.

Instructional Component for Teachers  
and  
Project Staff

Fifteen teachers, the art instructor, the federal program coordinator and twelve teacher aides were enrolled in a block of six semester hours of college level course work during the eight week summer workshop.<sup>3</sup> Although some participants did not qualify for undergraduate or

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3. Courses were offered by the University, Department of Special Education through the School of General Studies Extension Program.

SCHEME  
EIGHT WEEK SUMMER TRAINING PROGRAM  
THEORY AND PRACTICE

|            |                                                   |                                                                                                                                                                                                                   |                                                                                                          |
|------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 4 p.m.     | Organization of classes<br>-Program Planning      | -Small group meetings with teacher & workshop instructor<br>-Teacher planning time<br>-Field trip every Wednesday                                                                                                 | -Reorganizing classes<br>-Selecting materials<br>-Planning Units of Instruction<br>-Preparing Classrooms |
| 1:50 p.m.  |                                                   |                                                                                                                                                                                                                   |                                                                                                          |
| 1 p.m.     |                                                   | Formal Instruction for Teachers and Project Staff                                                                                                                                                                 |                                                                                                          |
| Lunch      |                                                   |                                                                                                                                                                                                                   |                                                                                                          |
| 12 noon    | Formal Instruction for Teachers and Project Staff | -15 Teachers carrying out instruction in assigned classes<br>-Art instruction once a week<br>-Field trips every Wednesday<br>-Orange<br>-Charlottesville<br>-Richmond<br>-Jamestown & Williamsburg<br>-Washington |                                                                                                          |
| 8 a.m.     |                                                   |                                                                                                                                                                                                                   |                                                                                                          |
| First Week |                                                   |                                                                                                                                                                                                                   | Eighth Week                                                                                              |

Phase I

Phase II

Phase III

graduate credit, being able to audit provided an incentive to become more involved in all aspects of the project. Course content dealt with characteristics of the culturally disadvantaged, and the major areas of exceptionality with an emphasis on the area of mental retardation. Curriculum development, methods and materials were related to each area in a practica during six weeks of the program.

The first week was structured to involve project staff in the formal instructional program during a three hour block (9 to 12 months) each morning. These usually consisted of short lectures by the college workshop instructor and group discussion based on assigned readings. Afternoon sessions (1 to 4 P.M.) were usually devoted to activities in preparation for the first weeks instructional program for project students. Project students had been identified and assessed, but assignment to a specific class had not taken place. The cumulative records of approximately 194 children were randomly grouped on the basis of chronological age utilizing the following age range- 7-9, 10-13, 14-15. Under the direct supervision of the workshop instructor, teachers culled records, tabulated data,

read psychological reports and discussed each child with other teachers. (Over 95 percent of the project children had been instructed by one or more of the project teachers in previous years.) These activities served as a simulated placement process. By weeks-end project children had been tentatively placed in a class for the six week summer program. Simulated placement committee meetings were conducted at the end of each week to reconsider cases in question. The following classes were established as a result of these activities:

Classes for Educable Mentally Handicapped

4 Primary-CA range 8-10

3 Intermediate-CA range 11-14

5 Upper Intermediate-CA range 13-16

Classes for Children with Learning Disabilities  
and/or Brain Damaged

2 Primary-CA range 7-11

Class for Emotionally Disturbed

1 Upper Intermediate-CA range 11-14

The chronological age range for most classes was two years, with the exception of one or two children in a few classes.

Following the tentative placement, each teacher once again culled the records of each child assigned to her group recording specific information which might assist her in planning an instructional program. These findings were further discussed with the teacher who had taught the child in previous years and the workshop instructor. This provided a basis for the initial planning of an instructional program for the group and individuals during the first week of the instructional program for children.

Over seven thousand dollars worth of educational materials had been purchased for use in the project and the classes which would continue in the fall term. Other than general supplies, each piece of equipment and instructional media was demonstrated to the teachers and aides in small groups prior to being used in the classroom. This type of instruction commenced during the first week and continued throughout the summer program. The following is an example of the type of demonstrations and suggestions given in regards to the use of equipment and instructional materials.

## THE USE OF THE TAPE RECORDER IN BUILDING VOCABULARY

The use of the tape recorder for individual lessons or small group lessons, in vocabulary building can be both interesting and beneficial to the student. The utilization of the recorder for this purpose also allows the teacher to provide individual instruction which would otherwise be impossible because of the time factor. Pre-taped lessons, if they are done properly, do not require the teacher to attend the student with every lesson. However, there should be frequent checks to see that the student is comprehending and making progress. (Records of this progress and the specific problems should be kept.)

The following is one example of the use of the tape recorder for this purpose.

### Example:

After diagnosing the students' strength and weakness in terms of the Dolch "Basic Sight Vocabulary" carry through with the following steps. (Other words may be treated in the same way.)

1. Type a list, or word cards, of problem words.
2. Assign a number to each word (1, 2, 3, etc.)
3. Record each word.

Before recording the first word, give the following directions:

- a. I am going to say the words which you have on your list (or word cards). I will say a number before each word so be sure that you are looking at the word which goes with that number.
  - b. After I say the word I want you to say it, but be sure to look at the word on your paper (word card).
  - c. After you say the word I will use the word in a sentence. Listen carefully so you will understand how to use the word.
4. Repeat the following, similar directions after the recording of every fourth or fifth word.
- a. Be sure you look at the word which has the same number you hear before each word.
  - b. Be sure to say the word after you hear it and look at the word as you say it.
  - c. Be sure to listen to the sentence to learn how the word is used.

In recording the words allow ample time for the student to respond. In recording sentences place an emphasis on the word under study.

The above lesson may be followed up with the following lesson in a similar way.\*

1. Record the word and spell it for the student requesting him to spell it while looking at the word on the list or card. (more advanced without the visual stimuli)
2. Record the word and spell it requesting the student to write the word while spelling it out loud.
3. Record the word requesting the student to write the word in a sentence.

\* In presenting words of two or more syllables be sure to emphasize the syllabication. When spelling the word spell it syllable-by-syllable.

Since field trips were to serve as the core for the instructional program for project students, proposed field trips were discussed and decided upon by the project participants during this first week.

## Phase II

### Continuation of Instructional Program for Teachers and Project Staff

As previously stated this was a six week block during which teachers and project staff continued their involvement in formal and informal training and teachers taught for a four hour period each day. Classes for project students were conducted from 8 A.M. to 12 noon. Formal and informal instruction for project staff was conducted between 1 P.M. and 4 P.M. each day (see scheme, p4). These afternoon blocks were structured to include: 1) a short (usually 15 minutes) formal presentation of the course work and general discussion for the entire project staff; 2) one half hour conference with teachers at each level- primary, intermediate and upper intermediate to plan and discuss units of instruction, lesson plans, methods and materials, etc. A conscious effort was made to blend theory and practice. Since time did not allow for extensive outside reading,

numerous handouts were provided by the workshop instructor.

Instructional Program for Project Students

A total of 194 children participated in the six week instructional program for four hours each morning. All children living more than one mile from the elementary school in which the program was conducted were bussed with public school busses just as they would during the academic year. The types and levels of classes were described in the previous section. These children were culturally disadvantaged as well as mentally, physically, emotionally and/or educationally handicapped. The majority had never ventured out of the community. For most, the traditional school setting and their meager home environment constituted their experiential background and all had experienced continuous failure in school.

In an attempt to provide an interesting, motivating experience which would meet the needs of the children and also provide a structure for the teacher training component, the instructional program was planned around a core of field trips. A full day field trip was planned for each Wednesday during the six week session. These included the following:<sup>4</sup>

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4. Funds for field trips were built into the project. Commercial buses were used for all field trips.

1. Orange, Virginia  
Orange Review (Local newspaper)  
Dairy Farm  
Gas Plant  
Brick Plant
2. Charlottesville, Virginia  
Creamery  
Horse Farm  
Ashlawn  
Monticello  
University of Virginia
3. Richmond, Virginia  
Tour of the Capitol Buildings  
Television Station  
Wild Life Park
4. Jamestown and Williamsburg, Virginia
5. Washington, D.C.  
Story Book Land (on the way)  
Smithsonian Institute  
Mount Vernon

6. Washington, D.C.

Tour of the Capitol

Riding tour of the monuments

Wax Museum

National Zoological Park

Riding Tour of Washington National Airport

The general instructional plan for each week included a two day study of the area for which field trips had been planned and a two day follow-up. Out of town field trips usually commenced at 8 A.M. and frequently terminated about 8:30 or 9 P.M.

Each class was scheduled for a two hour art class once a week. The art coordinator worked closely with the classroom teacher and related art activities to their program. Projects were frequently started during the art period and completed in the classroom.

Physical education was an integral part of the total program. Although baseball was the most popular activity, children were scheduled to participate in other group activities such as badminton, croquet, etc.

Upper intermediate teachers provided a sewing class

for the girls during the last two weeks of the program. Simple flat patterns for dresses, shorts and aprons provided realistic experiences in this area.

A mid-morning snack was provided for all project children each day. This usually included milk or juice and a fruit or bakery item- doughnut, cookies, etc.

### Phase III

The final week included a three hour instructional period of the formal course work during the morning hours. The afternoon was devoted to: 1) the reorganization of classes according to the schools which they would attend in the fall; 2) selection of instructional materials; 3) planning units of instruction for the fall term; and 4) preparing assigned classrooms for the opening of school.

### Comments on the Program

It is not possible to describe all of the activities which may have contributed to the success of this project. However, it is felt that the careful preliminary planning, the selection of teachers, teachers aides and other project staff were the major contributing factors. A genuine team approach seemed to evolve during the first week and continued to develop throughout. Teachers evidenced their

dedication and sense of responsibility by remaining at school beyond the required hour and completing unfinished planning at home.

All project staff felt that the field trips provided an ultimate motivation for the children to become involved in the instructional program. The one major recommendation for change was concerned with the number of field trips. It was felt that one field trip every other week would have allowed for a more complete coverage of the related contact area in the instructional program.

A recent report from the Orange County, General Supervisor evidenced that all but three of the fifteen participating teachers were employed in the same or similar positions through the 1970-71 school year. Statistics for the current year as follows: eight are employed in the same or similar positions; one has become an elementary school principal; one has retired; two have moved to other areas of the state but have continued employment as teachers of the handicapped; and three have moved (employment unknown). These statistics seem to indicate that a reasonable degree of success was achieved by training teachers within the

system. The special education program in Orange County has been able to maintain- comparative comprehensive services by meeting the manpower need. Thus, in this sense, although expensive (approximately \$108,000) it was a success.

Possibly more important is the fact that the workshop instructor's (the author of this paper) experience with this project was successful and satisfying that he has been instrumental in establishing five other programs utilizing and expanding upon the basic components inherent in this project.